

Baron DeKalb Elementary

2684 Baron DeKalb Rd.
Camden, South Carolina 29020

Grades	PK-5 Elementary School	
Enrollment	166 Students	
Principal	Lisa Shannon	803-432-2483
Superintendent	Herbert M. Berg, Ed.D.	803-432-8416
Board Chair	Dana A. Morris	803-432-4391

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	57	22	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 11 out of 11 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Good	Below Average	No
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	Yes

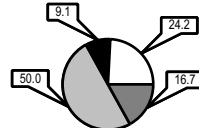
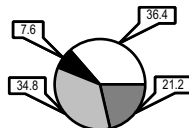
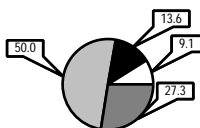
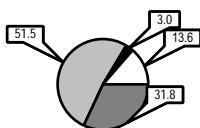
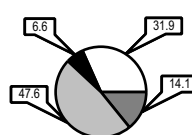
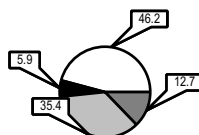
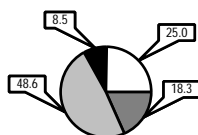
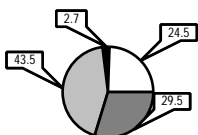
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	77	98.7	12.3	52.3	32.3	3.1	49.2	Yes	Yes
Gender									
Male	43	97.7	7.9	55.3	34.2	2.6	50.0		
Female	34	100.0	18.5	48.1	29.6	3.7	48.1		
Racial/Ethnic Group									
White	45	97.8	5.7	62.9	25.7	5.7	51.4	I/S	Yes
African American	32	100.0	20.0	40.0	40.0	0.0	46.7	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	60	98.3	6.3	56.3	35.4	2.1	54.2		
Disabled	17	100.0	29.4	41.2	23.5	5.9	35.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	77	98.7	12.3	52.3	32.3	3.1	49.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	77	98.7	12.3	52.3	32.3	3.1	49.2		
Socio-Economic Status									
Subsidized meals	53	98.1	13.3	48.9	33.3	4.4	46.7	Yes	Yes
Full-pay meals	20	100.0	10.0	60.0	30.0	0.0	55.0		

Mathematics – State Performance Objective = 36.7%									
All Students	77	100.0	9.1	50.0	27.3	13.6	59.1	Yes	Yes
Gender									
Male	43	100.0	7.7	43.6	30.8	17.9	59.0		
Female	34	100.0	11.1	59.3	22.2	7.4	59.3		
Racial/Ethnic Group									
White	45	100.0	2.8	47.2	33.3	16.7	66.7	I/S	Yes
African American	32	100.0	16.7	53.3	20.0	10.0	50.0	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	60	100.0	4.1	51.0	26.5	18.4	63.3		
Disabled	17	100.0	23.5	47.1	29.4	0.0	47.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	77	100.0	9.1	50.0	27.3	13.6	59.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	77	100.0	9.1	50.0	27.3	13.6	59.1		
Socio-Economic Status									
Subsidized meals	53	100.0	10.9	52.2	23.9	13.0	52.2	Yes	Yes
Full-pay meals	20	100.0	5.0	45.0	35.0	15.0	75.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	77	100.0	36.4	34.8	21.2	7.6	28.8
Gender							
Male	43	100.0	30.8	38.5	17.9	12.8	30.8
Female	34	100.0	44.4	29.6	25.9	0.0	25.9
Racial/Ethnic Group							
White	45	100.0	25.0	36.1	30.6	8.3	38.9
African American	32	100.0	50.0	33.3	10.0	6.7	16.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	60	100.0	26.5	40.8	24.5	8.2	32.7
Disabled	17	100.0	64.7	17.6	11.8	5.9	17.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	77	100.0	36.4	34.8	21.2	7.6	28.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	77	100.0	36.4	34.8	21.2	7.6	28.8
Socio-Economic Status							
Subsidized meals	53	100.0	37.0	37.0	17.4	8.7	26.1
Full-pay meals	20	100.0	35.0	30.0	30.0	5.0	35.0

Social Studies							
All Students	77	100.0	24.2	50.0	16.7	9.1	25.8
Gender							
Male	43	100.0	25.6	43.6	17.9	12.8	30.8
Female	34	100.0	22.2	59.3	14.8	3.7	18.5
Racial/Ethnic Group							
White	45	100.0	16.7	52.8	19.4	11.1	30.6
African American	32	100.0	33.3	46.7	13.3	6.7	20.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	60	100.0	14.3	61.2	16.3	8.2	24.5
Disabled	17	100.0	52.9	17.6	17.6	11.8	29.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	77	100.0	24.2	50.0	16.7	9.1	25.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	77	100.0	24.2	50.0	16.7	9.1	25.8
Socio-Economic Status							
Subsidized meals	53	100.0	26.1	43.5	21.7	8.7	30.4
Full-pay meals	20	100.0	20.0	65.0	5.0	10.0	15.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	24	100.0	8.3	25.0	54.2	12.5	66.7
	4	20	100.0	5.3	52.6	36.8	5.3	42.1
	5	26	100.0	44.0	48.0	8.0	N/A	8.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	24	100.0	15.8	21.1	52.6	10.5	63.2
	4	31	96.8	11.5	73.1	15.4	0.0	15.4
	5	22	100.0	10.0	55.0	35.0	0.0	35.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	24	100.0	4.2	50.0	37.5	8.3	45.8
	4	20	100.0	N/A	47.4	26.3	26.3	52.6
	5	26	100.0	36.0	56.0	8.0	N/A	8.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	24	100.0	15.8	42.1	36.8	5.3	42.1
	4	31	100.0	7.4	55.6	18.5	18.5	37.0
	5	22	100.0	5.0	50.0	30.0	15.0	45.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	24	100.0	42.1	26.3	21.1	10.5	31.6
	4	31	100.0	37.0	37.0	18.5	7.4	25.9
	5	22	100.0	30.0	40.0	25.0	5.0	30.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	24	100.0	21.1	21.1	26.3	31.6	57.9
	4	31	100.0	29.6	55.6	14.8	0.0	14.8
	5	22	100.0	20.0	70.0	10.0	0.0	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 166)				
First graders who attended full-day kindergarten	76.7%	Down from 100.0%	100.0%	100.0%
Retention rate	2.3%	Up from 2.2%	3.5%	3.0%
Attendance rate	95.6%	Down from 95.9%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.6%	3.2%
Eligible for gifted and talented	10.5%	Down from 12.5%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.1%	Up from 6.0%	9.3%	8.2%
Older than usual for grade	0.6%	Down from 1.3%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 13)				
Teachers with advanced degrees	23.1%	Down from 33.3%	48.1%	52.6%
Continuing contract teachers	76.9%	Down from 91.7%	84.3%	83.3%
Highly qualified teachers	100.0%	No change	94.2%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	77.6%	Down from 82.6%	86.2%	87.0%
Teacher attendance rate	91.1%	Down from 94.9%	94.8%	95.0%
Average teacher salary	\$35,444	Down 4.5%	\$40,898	\$41,703
Prof. development days/teacher	9.3 days	Up from 8.7 days	13.4 days	12.8 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 17.3 to 1	18.5 to 1	18.8 to 1
Prime instructional time	84.7%	Down from 88.2%	89.4%	89.8%
Dollars spent per pupil*	\$6,427	Up 3.6%	\$6,238	\$6,242
Percent of expenditures for teacher salaries*	53.4%	Up from 52.5%	64.4%	65.8%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	94.7%		89.4%	
Highly qualified teachers in high poverty schools	100.0%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Baron DeKalb Elementary continues to be a special place for Growing, Learning, and Changing. Our students and teachers have focused on achieving academic success through a positive learning environment. Our PTO and School Improvement Council have continued to provide support through their initiatives including a lighted marquee. "Big Splash," our after-school program provided through a 21st Century Center Grant, provided enrichment for our students throughout the year.

The Media Center has been a focal point of our school and assisted with the integration of technology and research into all aspects of our curriculum. A certified science lab teacher implemented hands-on science lessons, while a certified computer teacher enriched classroom instruction through technology.

Five of our teachers will complete master's degrees this summer, and our curriculum coach received National Board Certification. Our teachers have been involved throughout the year in staff development training in literacy and science.

Our school was accredited by the Southern Association of Schools and Colleges in the spring. Baron DeKalb met all areas and was fully accredited.

Baron DeKalb Elementary will always be a place for community learners. Our children are our most precious resource, and we will continue to strive to establish a school climate where children are successful.

Debra Edwards, 2004-2005 principal

Buffy Bowers, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	15	0	18
Percent satisfied with learning environment	85.7%	FORMS	100.0%
Percent satisfied with social and physical environment	93.3%	LOST IN	100.0%
Percent satisfied with school-home relations	50.0%	SHIPMENT	83.3%

*Only students at the highest elementary school grade level at this school and their parents were included.